

Education Program: Structure and Operations

Rhode Island Department of Children, Youth and Families
Division of Juvenile Correctional Services: Training School

Policy: 1200.1702

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The Principal of the Training School Education Program develops and implements a total programming approach that places the educational services in the context of a youth centered rehabilitative program. The Principal develops and maintains a program structure that:

- Allows residents to enter programming at any time and proceed at their own pace.
- Encourages collaborative planning and policy development with educators, community resources and other Training School staff.
- Guides daily operations and supports the delivery of state of the art educational services.
- Facilitates effective communication.
- Complies with requirements under the No Child Left Behind Act, Title I, Part D, for institution-wide programming.
- Makes certification and credentialing courses available to residents.

Related Procedure

[Education Program: Structure and Operations](#)

Related Policy

[Middle/Secondary Education](#)

[General Education Development \(GED\)](#)

[Post Secondary Education](#)

[Special Education Services](#)

[Compliance with Section 504 of the Rehabilitation Act](#)

[Legal Establishment](#)

Education Program: Structure and Operations

Procedure from Policy 1200.1702: Education Program: Structure and Operations

- A. The Principal develops and maintains a program structure and operational plans that include referral and program entry and exit procedures, safety protocols, monitoring and reporting procedures and guidelines for the operation of a staff team.
- B. This Educational Program addresses the profound and diverse needs of residents and includes:
 - 1. Middle/Secondary Programs in conformance with DCYF Policy 1200.1722, Middle/Secondary Education
 - 2. General Education Development Program in conformance with DCYF Policy 1200.1731, General Education Development (GED)
 - 3. Post Secondary Programs in conformance with DCYF Policy 1200.1724, Post Secondary Education
 - 4. Special Education and Section 504 services in conformance with DCYF Policy 1200.1725, Special Education Services and DCYF Policy 1200.1726, Section 504 of the Rehabilitation Act
- C. The Education Program assists residents in participating in, receiving credit for and completing credentialing programs within the requirements established by state and federal law and regulation.
 - 1. Teachers identify residents, based on educational history, academic ability, behavior and performance, placing them according to their educational needs and eligibility.
 - 2. Residents access certificates through an array of programs that may include, but are not limited to:
 - a. Middle/Secondary Education
 - b. General Education Development
 - c. Community College of Rhode Island
 - d. Drivers Education
 - e. Computer Technology
 - f. Carpentry
 - g. Culinary Arts
 - h. Creative Arts
 - 3. Residents remaining at the Training School to the completion of the course of study may receive a:
 - a. Certificate of completion in career/co-curricular courses
 - b. High School Diploma (awarded by the resident's identified community Local Education Authority)
 - c. General Education Diploma
 - d. College course credits (awarded by the college or university)
 - 4. Transition Plans address the strategies for assisting residents leaving the Training School before the completion of the course of study to achieve a certificate, Diploma, GED or college credit.
- D. The Education Program utilizes Title I funding to provide direct and indirect support services to all residents to:
 - 1. Improve academic performance.
 - 2. Provide transition planning.
 - 3. Provide residents returning to the community with support to ensure continued educational success.
- E. In compliance with RIGL 42-72-6-2, the Education Program, with full and reasonable staff and community participation, prepares a detailed comprehensive educational plan which includes, but is not limited to:
 - 1. Assessment and Education Planning:

- a. Assessing residents' strengths and weaknesses through the use of a variety of screening techniques and instruments;
 - b. Identifying any difficulties experienced by residents and communicating that information to professional support staff;
 - c. Distributing the assessment data for overall education planning;
 - d. Facilitating specialized medical and/or psychological testing that is determined to be essential; and
 - e. Offering a diagnostic perspective of each resident's educational needs to the school, court or other involved agencies/individuals.
 - 2. Social and Educational Skills Development:
 - a. Focusing on coping skills for daily living during confinement and re-socialization skills for return to the community;
 - b. Providing support and information for residents to reduce their anxiety about their status;
 - c. Improving the quality of staff-resident relationships, helping residents to more positively respond to adults as authority figures; and
 - d. Assisting residents to increase and improve their independent problem-solving skills.
 - 3. Education:
 - a. Providing an educational experience that promotes achievement and replaces patterns of failure with patterns of success;
 - b. Providing educational services that motivate residents to continue their education upon release;
 - c. Providing career/occupational counseling and experiences that emphasize occupational interests, skills, knowledge, habits and attitude required for successful employment; and
 - d. Introducing community resources that support and sustain residents.
- F. The Principal is responsible for ensuring the development of a curriculum that is:
- 1. Data driven, competency based and compatible with the mission of the Education Program
 - 2. Revised as necessary, but no less than annually, to ensure congruence with resident needs.
 - 3. Compatible with state requirements.
- G. In curriculum and lesson planning, teachers consider:
- 1. Resident needs
 - 2. Resident involvement in planning
 - 3. Social, cultural, economic and geographic factors
 - 4. Assessment and monitoring
 - 5. Formal and informal reporting procedures (e.g., report cards, bi-monthly reviews, Individual Educational Plans, conferencing)
 - 6. State Performance Standards and the Common Core Curriculum
- H. The Principal ensures that daily program operations comply with policy and procedure, collective bargaining agreements and state and national accreditation standards.
- I. The Principal ensures that classrooms meet state educational requirements and that the program has access to specialized equipment necessary to meet state standards.
- J. A Librarian, certified in conformance with [DCYF Policy 1200.0000, Legal Establishment](#), coordinates and supervises library services.
- 1. Library materials are acquired to meet resident educational, vocational, health and mental health needs.
 - 2. The Library is available to all residents.

- K. Administrative staff conduct daily operations and management in conformance with RIGL 16-2-9.1 that describes ethical professional principles in the school management.
- L. Education staff comply with Department and RITS attendance and lateness policies and contact the designated staff member on the morning of an absence no later than 6:30 AM.
- M. The communication structure supports programming and operations.
 - 1. Mandatory staff meetings, facilitated by the Principal or his/her designee, occur at a minimum of one (1) hour per month.
 - 2. Teachers attend without additional compensation in accordance with the contractual agreement.
 - 3. Unless modified by the Principal or designee, the monthly meeting is scheduled on a rotating basis, for a different day of the week each month to accommodate teacher schedules.
 - 4. In addition, all teachers participate in collaborative meetings as scheduled to discuss the teaching/learning process.
 - 5. With the exception of the Superintendent, only school administrators and staff and/or faculty attend staff and/or faculty meetings. Third party attendance and/or presentations at staff and/or faculty meetings only occur with prior approval of the Principal.
- N. Paragraphs A - M are consistent with Correctional Education Association Standards 13 – 18, 38 – 39; 43 – 44 and 46 – 63 as well as American Correctional Association Standards 3-JDF-5C-03; 3-JDF-5C-04; 3-JDF-5D-02; 3-JDF-5D-03; 3-JTS-2E-04; 3-JTS-5D-01; 3-JTS-5D-02; 3-JTS-5D-13 and 3-JTS-5D-14.